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lack important sections of the field, however. Delvaille, stopping with Condorcet, omits the nineteenth century writers whom Bury includes. Flint, though carrying the narrative farther along than Delvaille, confines it largely to French writers, and thus leaves out several important figures in Germany and England. On the whole, then, the scope of Bury's work is larger, while it gains in clarity as well through economy of detail, sharp contrast of views, and systematic development.

THOMAS MUNRO.

COLUMBIA UNIVERSITY

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### JOURNALS AND NEW BOOKS

THE JOURNAL OF EDUCATIONAL PSYCHOLOGY. May, 1921. *A Survey of the First Three Grades of the Horace Mann School by Means of Psychological Tests and Teachers' Estimates, and a Statistical Evaluation of the Methods Employed* (pp. 243-252) (Part I published in the Feb. issue): CLARA F. CHASSELL and LAURA M. CHASSELL. - This continues the report, recording the correlations obtained between various measures, evaluating these measures by comparing them with a composite of all the measures utilized, and giving a detailed account of the statistical methods employed in the conversion of these measures into mental ages. The highest correlation between the Stanford revision test and any other measure was .72 (60 cases) in the case of teachers' estimates. *Scientific Evidence on Handwriting Movements* (pp. 253-270): FRANK N. FREEMAN. - The teaching of handwriting is dominated by a very widespread dogma concerning the best way to write and the best way to teach writing. The dogma is the opinion that the so-called muscular arm movement is a superior method of writing and that writing should be taught by emphasizing this arm movement, by giving exercises which develop it. Scientific evidence refutes it almost completely. The evidence indicates the following items of position have some relationship to excellence in writing: The pronation of the hand to such a degree that the wrist is not tilted more than 45 degrees from the horizontal; the position of the forearm at an angle of about 90 degrees with the line of writing; the support of the hand upon the third and fourth fingers rather than the side or the base of the hand; a position of the thumb and forefinger on the penholder which is produced by slightly bending the joints. In this position the forefinger rests nearer the point than the thumb. *Intelligence and its Measurement, A Symposium, XIV* (pp. 271-275): B. R. BUCKINGHAM. -

Whatever definition we may give to intelligence in the abstract, we are justified from an educational point of view in regarding it as ability to learn, and as measured by the extent to which learning has taken place or may take place. Eight steps which are next in research are given. *True-False Test as a Measure of Achievement in College Courses* (pp. 276-287): ARTHUR I. GATES.—The true-false examinations save an enormous amount of time of the teacher. They are preferred by 90% of the students. By their use it is possible to develop standards of achievement by which one class may be compared with others. Students report the true-false examination is conducive to more effective methods of study. Correlations with other tests of the same type average .54; with essay examination .33 which is as high as intercorrelations of essay examination. Correlations with intelligence tests are: the true-false .406, for essay examination .344. *Transmutation of Values on the Thorndike and Ayres Handwriting Scales: A Correction* (p. 288): T. L. KELLEY.—Statement in the December number corrected. Correct statement: The average variation of the estimate (of handwriting) upon the Ayres scale is 7.40 and upon the Thorndike scale when reduced to comparable units 7.85, which gives a difference of .44 in favor of the Ayres scale. The probable error of this difference is unknown, but is greater than .372. *Department for discussion of Research Problems: Some Things I Want to Do or See Others Do*: WILLIAM A. MCCALL. *Notes on articles in Educational Psychology in Current Issues of Other Magazines. New Publications.*

Heath, Arthur George. *The Moral and Social Significance of the Conception of Personality*. Oxford University Press. 1921. Pp. viii + 158.

Heidingsfelder, Georg. Albert von Sachsen. *Sein Lebensgang und sein Kommentar zur Nikomachischen Ethik des Aristoteles*. (Beiträge zu Geschichte der Philosophie des Mittelalters, Band XXVI, Heft, 3-4). Münster: Aschendorff. 1921.

Loisy, Alfred. *Essai historique sur le sacrifice*. Paris: Émile Nourry. 1920. Pp. 552.

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#### NOTES AND NEWS

The French Philosophical Society, true to its promise at the meeting at Oxford in October, 1920, has decided to hold an extra session and invite to it the philosophical associations of England, Italy and the United States. This session will take place in Paris from the 27th to the 31st of December, 1921. The French society